



A STUDY ON EMOTIONAL INTELLIGENCE OF ADOLESCENT SCHOOL GOING CHILDREN

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ABSTRACT

Emotional intelligence is the ability to understand, use, and manage own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. During the period of adolescence the presence of emotional intelligence is very important because it makes the individual to monitor one's own and other's emotions. The aim of the present study is to determine the level of emotional intelligence of school going adolescents and to compare the emotional intelligence of school going adolescents with respect to their gender, habitat, family structure, grade and district. The sample of the study consists of 400 Upper Primary and secondary adolescent school going children from six schools of Paschim Medinipur and South-24 Parganas district in West Bengal. The sample was drawn on the basis of non-probability convenient sampling technique. The measuring tool in this research originally was of two-point emotional intelligence scale entitled as 'Emotional Intelligence Scale (ESI – SANS) of Dr. A. K. Singh and Dr. S. Narain which was translated in Bengali version by B. C. Ghorai and L. L. Mohakud. Collected data were analyzed using the statistics- Mean, Standard Deviation (SD) and Percentage analysis. t- Test, ANOVA and Scheffé analysis were conducted with SPSS programme. Hypotheses were tested at probability level of 0.05. Results of the research showed that most of the adolescent students possessed average emotional intelligence. Significant differences in the level of emotional intelligence were found among adolescent school going children with regard to their gender, grade and district. No significant differences in the level of emotional intelligence were found among adolescent school going children with regard to their habitat and family type.

KEYWORDS: Emotional Intelligence

INTRODUCTION

Adolescence is a period of transition from childhood to adulthood and a period of significance for human development. In childhood, people grow at a fairly steady pace – about 5–10 cm and 2–3 kg per annum. But with the beginnings of adolescence, most individuals undergo another radical change, often called a growth spurt. In girls, this typically occurs at around age 10 to 13; in boys, it occurs between 12 and 15. Growth is quite rapid compared to earlier in the lifespan – a girl may add around 9 kg in a year, and boys around 11 kg (Tanner, 1962). Within a few years the school going child is transformed into a full grown adult. Changes during this period can be classified as: (1) Hormonal changes (2) Changes in body size and proportions (3) Muscle fat make up and other internal changes (4) Sexual maturation. Conceptualized by G. Stanley Hall, the founder of adolescent science, as a process of physical and psychosocial “rebirth”, adolescence is the synthesis of profound corporal development with the evolution of a matured existential essence and integration of the nascent self within family, community, and culture (Arnett, 2002; Berzonsky, 2000; Blos, 1979). In this period Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. This is a major stage in development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is (Karibeeran and Mohanty, 2019). The primary characteristics, such as ovulation and menstruation among the girls and production of semen among the boys, are directly related to reproduction and primary sex organs. The secondary sexual characteristics are associated changes visible on the body such as development of breast among the girls, beard among the boys

and growth of underarm and pubic hair among the boys as well as girls. It is the period from the onset of puberty till attainment of adulthood. Puberty marks the beginning of sexual maturity and reproductive capacity of an individual. So, adolescence is characterized by rapid biological and physical change and these changes are associated with many psychological challenge. These psychological changes appear in the areas of emotional, social, cognitive, and moral development.

During adolescence, the individual faces a wide range and variety of emotions. These include both positive as well as negative emotions. Happiness is experienced as joy, exuberance, exhilaration, etc. and sadness is experienced as depression, unhappiness, anxiety, fear, etc. In addition, feelings of anger, rebellion and protest also emerge. Interestingly, emotions of loyalty, patriotism and sacrifice for the nation also develop during adolescence. Each of the above emotions is felt very intensely. In fact the strength and intensity of adolescent emotions is one of their prominent characteristics. Adolescents tend to express everything in an exaggerated form. It is common to hear adolescents who express their liking for food as love-such as “I love Chocolates”, “I love cakes”, etc. Similarly, dislike is expressed as 'hatred – “I hate that person” or “I hate eating fruits” etc. Mood swings also occur quite frequently. This is another prominent feature among the adolescents. Sometimes they are happy, sometimes sad. Sometimes they have a high degree of patriotic zeal, but a few minutes later they become disillusioned or angry. This makes their behaviour somewhat unpredictable. Sex related emotional experiences like 'crushes' and 'infatuation' also begin to surface during this period. So, Adolescence is an age of emotional upheavals. Hence, Period of adolescence has been marked by emotional storm and stress. Their emotions are very intense. But all round development of

individual is not possible without the control over emotions. The ability to control the emotions has become important for not carried away by the flow of negative and evil elements. When one has control over his/her emotions only then they can adjust themselves in the society and can contribute maximum to the development to the society. So during the period of adolescence the presence of emotional intelligence is very important because it is emotional intelligence which makes the individual to monitor one's own and other's emotions.

Concept of Emotional Intelligence

Emotional intelligence is the ability to understand, use, and manage own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. A high emotional intelligence helps to build relationships, reduce team stress, defuse conflict and improve job satisfaction. Research and work in emotional intelligence can be dated back to the early 1900s when it was described as emotional expression (by Darwin) or social intelligence (by E. L. Thorndike in the 1920s). The term emotional intelligence was introduced in 1990 by two American University Professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences between people's ability in the areas of emotions (Mangal, 2009). They define emotional intelligence "as the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions". But it became most recognized through the work of Daniel Goleman. His bestselling book "Emotional Intelligence: Why It Can Matter More Than IQ" brought about the widely popularized use of the term and he is now seen as the modern day guru on the topic. According to Goleman Emotional Intelligence refers to the ability to recognize emotions in oneself and others, to motivate oneself, and to manage one's emotions well in oneself and others. He said that high emotional intelligence people have more ability in knowing their emotions, controlling their emotions, exciting themselves, knowing others' emotions and regulating their own relationships with others. Emotional intelligence is the ability to recognize one's own and other people's emotions (Khan, Haider, & Ahmed, 2011), to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior (Ilyasi, Sedagati, & Salehian, 2011). Martinez (1997) refers to emotional intelligence as being "an array of non cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures" (cited in Len Tischler et al., 2002). Now a day's emotional intelligence as an important variable of human psychology which drives an individual and affects his performance in any concerned field (Bar-On, 2003). Emotional intelligence is an established phenomenon is under eye of psychologist.

Significance of the study

Adolescence is a stage of heightened emotionality. Emotional disequilibrium is frequently seen in adolescent children. This generally relates to radical physical change and discomfort associated with them in early adolescence period (Bhatia, 2012). In this period, equilibrium of physical, mental and social forces is lost with the result that the individual has to make new adjustments with his own self, with the family and with the society at large. If the adolescents cannot perceive, understand, regulate and function with their emotions it will leave indelible marks on their behaviour and personality. So, in this period emotional intelligence plays a key role in the personal and academic life of individual. It is being recognized that emotional intelligence plays a important role to reach at the top of the

ladder of success. Emotional intelligence helps in building ability to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth (Karibeeran and Mohanty, 2019). Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Bar-On, 1997). Emotional Intelligence is as sources of human energy. High levels of emotional intelligence create a climate of trust where healthy risk taking and learning flourish; on the contrary, low emotional intelligence creates a climate of fear and anxiety. We all know people who are academically brilliant and yet are socially inept and unsuccessful. What they are missing is emotional intelligence (Sundranai, 2010). Emotional Intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions of life. It's being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when you have setback in working toward goals. Its empathy knowing the people around you are feeling and its social skill getting along well with other people managing emotions in relationships, being able to persuade or lead other. Emotional Intelligence reflects an individual's ability to deal with daily environmental challenges and helps predict success in life, both in professional and personal pursuits. So, a high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions. It is a known fact that people who are emotionally intelligent can understand and control their emotions which helps them to motivate themselves towards their goal and is socially matured and can adjust in different circumstances but in the present time adolescents are very hyperactive, impulsive and are unable to understand and control their emotions. It has been felt by the researcher that adjustment problems and emotional problems of adolescents are increasing day by day in the present Indian society due to modernization and westernization. It becomes essential now to develop good physical and mental health in youth to prevent such problems to the fullest possible extent. So this research is important as it examines the emotional intelligence of the adolescents and thereby, they can be helped to deal with their emotional turmoil's.

Rationale of the Study

Emotional intelligence combines emotions and reason (Yelkikalan et al, 2012). According to Maraichelvi and Rajan (2013), when emotional intelligence skills are the focus of learning, students are building human development behaviors that are complexly related to the positive outcomes of achievement, goal achievement and personal well-being. Various investigators (Preeti, 2013; Parker, et al., 2003; Jaeger, 2003; Nwabuebo, 2013; &Preeti, 2013) examined emotional intelligence constructs within academic settings for the purpose of measuring academic success. Fernandez, Salamonson and Griffiths (2012) found that acquiring emotional intelligence skills were key factors in the academic achievement and test performance of high school and college students. Roy, Sinha, and Suman, (2013) also reported emotional intelligence as a significant predictors of academic success. Tariq, Majoka and Hussain (2011), researched female and male university students regarding emotional intelligence and found that although there was a great difference between perceptions of female and male students, male students believe that they were more superior in factors of emotional intelligence, compared to their female counterparts. Brackett et al. (2003) revealed that women scored

significantly higher in emotional intelligence than men. Katyal & Awasthi (2005) revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. Van Rooy, Alonso and Viswesvaran (2005) indicated that emotional intelligence scores tended to increase with age. Vimaland Jaiswal (2016) revealed that emotional intelligence of non-scheduled caste students were better than scheduled caste students and significant difference between non-scheduled caste and scheduled caste students was found. Preeti (2013) noted that advanced emotional intelligence was correlated with greater individual performance, often above and beyond that associated with one's level of general intelligence. According to Goleman, Boyatzis and McKee, (2002), Emotional Intelligence, playing an important role in determining the individual success in work, family and social life and individual's ability to manage his/her relations efficiently with his/her environment includes the awareness of emotions, judgment of the knowledge related to the emotion and operating on the emotional knowledge as a part of problem solving. Subramanyam & Rao (2008) revealed that there is no significant difference with regard to impact of gender on emotional intelligence and academic achievement, besides there being no relationship between academic achievement and emotional intelligence. Downey et al. (2008) revealed that academic success was associated with higher level of emotional intelligence. Emotional intelligence was generally positively associated with performance across school subjects. Ogundokun & Adeyemo (2010) revealed that emotional intelligence had a significant correlation with academic achievement. Olatoye et al. (2010) revealed that there was no significant difference between male and female student's academic achievement, creativity and emotional intelligence. Reddy & Venu (2010) revealed that girls were found to be higher in their Emotional Intelligence than boys. Further, it was found that students belonging to urban areas have higher emotional intelligence than students of rural areas. Katoch (2013) found that government and private secondary school students differ significantly on emotional intelligence ; rural and urban secondary school students do not differ significantly on emotional intelligence and secondary school boys and girls do not differ significantly on emotional intelligence. Chamundeswari (2013) revealed Matriculation and Central board schools' students better than State board schools' students in emotional intelligence and academic achievement. Ghorai et.al (2021) found that there is no statistically significant difference in emotional intelligence and it's sub-factors of school going adolescent with respect to their gender grade and board pattern of education. The findings provide a further need on how to more improve upon the emotional intelligence of school going adolescent. Implications and recommendations for developing emotional intelligence school going adolescent are discussed.

From the above discussion on the area of emotional intelligence, it is evident that though many research studies have been conducted in these fields, but still these fields need special attention of researchers. It is observed that most of the studies were conducted abroad and few studies in India and not a single study found in Paschim Medinipur and south 24 Parganas district. Hence the present study was conducted to examine the emotional intelligence of adolescent school going children of Paschim Medinipur and south 24 Parganas District in West Bengal.

Objectives of the Study

The present study has undertaken to achieve the following objectives:

1. To determine the level of emotional intelligence of

adolescent school going children

2. To compare the emotional intelligence of adolescent school going children with respect to their gender, habitat, family type, grade and district.

Hypotheses of the Study

H01: There is no significant difference between boys and girls with respect to their level of emotional intelligence.

H02: There is no significant difference in emotional intelligence between rural and urban adolescent school going children.

H03: There is no significant difference between joint and nuclear family's adolescence student in their emotional intelligence.

H04: There is no significant difference in emotional intelligence among adolescent school going children with respect to their number of siblings.

H05: There is no significant difference between Paschim Medinipur and South 24 Parganas district's adolescence student in their emotional intelligence.

DELIMITATIONS OF THE STUDY

The study was delimited by the researcher in the following ways:

1. The present study was delimited to only two districts like South-24 Parganas and Paschim Medinipur of West Bengal.
2. The study covered only adolescent school going children taken from six secondary schools of above mentioned two districts only.
3. The study was delimited on students of V to X grade, age ranging from 11 to 17 years.
4. Only one tool has been applied namely-'Emotional Intelligence Scale'(ESI – SANS) developed by Singh & Narain to measure emotional intelligence namely.
5. The study was delimited to Bengali medium students of West Bengal Board of Secondary Education.
6. The study was delimited to students from rural and urban areas.
7. The sample size was delimited to 400 students only.
8. The study covered only upper primary and secondary level students.
9. The present study was delimited to five background or demographic variables like gender, habitat, family structure, grade and district.

METHODOLOGY OF THE STUDY

The present study was a survey research. Here data was collected through the administration of the 'Emotional Intelligence Scale' from the selected sample for measuring emotional intelligence of adolescent school going children of Paschim Medinipur district and South-24 Parganas district in West Bengal. The survey was conducted by collecting data from different sub-sections of adolescent school going children.

Population, Sample and Sampling Procedure

Adolescent school going children of Paschim Medinipur district and South-24 Parganas district in west Bengal ranging from Grade V to Grade X and of 11 years to 17 years old age range constitutes the population of the study. The sample of the study consists of 400 Upper Primary and secondary adolescent school going children from six schools of Paschim Medinipur and South-24 Parganas district in West Bengal. The sample was drawn on the basis of non-probability convenient sampling technique. Here at first, the researcher used convenient sampling technique to select two districts and six schools from which the

sample were drawn as these are within his easy reach and convenient for collection of data. Then 400 students of these schools who were attended on the day of researcher's data collection were finalized as the sample. The detail distribution of the sample is given in the table No 1.

Table: 1: Representing the sample distribution

Variable	Categories	Frequency (N)	Percent (%)
Gender	Male	200	50
	Female	200	50
	Total	400	100
Habitat	Rural	200	50
	Urban	200	50
	Total	400	100
Family Structure	Nuclear Family	280	70
	Joint Family	120	30
	Total	400	100
Grade	V to VI	118	29.5
	VII to VIII	170	42.5
	IX to X	112	28
	Total	400	100
District	South-24 Parganas	200	50
	Paschim Medinipur	200	50
	Total	400	100

Key Variables of the Study

A variable is a measurable characteristic or a logical set of attributes of the subjects (participants) of the research that can vary. The following variables are identified for the present study.

Independent Variables

Independent variables are the influencing variables which may have some impacts on the dependent variables. In the present study, following independent variables have been identified:

1. Gender: In the present study the researcher included gender as an independent variable which have some impact on dependent variable. In this study, this independent variable divided into two categories like

- Boys
- Girls

2. Habitat: In the present study the researcher included resident as an independent variable divided into two categories like-

- Rural
- Urban

3. Family type: In the present study the researcher included family type as an independent variable divided into two categories like-

- Joint family
- Nuclear family

4. Grade: Various researches revealed that Grade also plays a significant role in Emotional Intelligence and play participation of upper-primary and secondary level students. Hence the researcher included Grade as an independent variable which have some impact on dependent variable. In this study, this independent variable divided into three

categories like-

- Grade-V - VI
- Grade-VII - VIII
- Grade-IX – X

5. District: in the present study the researcher included district as an independent variable divided into two categories like-

- Paschim Medinipur
- South-24 parganas

Dependent Variable

In the present study emotional intelligence of adolescent school going children as outcome was the dependent variable. The aim of the study was to measuring the influence of independent variables on the status of dependent variable. In the present study the researcher included emotional intelligence as a dependent variable. Here emotional intelligence has four dimensions like, Understanding Emotions, Understanding Motivation, Empathy and Handling Relations.

Tools Used for Data Collection

To measure the emotional intelligence of adolescent school going children, a two point emotional intelligence scale entitled as 'Emotional Intelligence Scale'(ESI – SANS) of Dr. A. K. Singh and Dr. S. Narain was used as a tool of this study. The tool was adopted in Bengali version by L.L. Mohakud and B.C. Ghorai. The scale had total of 31 items. It was a two point scale viz. Yes or No. This tool consists with four negative and twenty seven positive questions. One mark estimated for every right response and zero for wrong response. The score ranges from 0 to 31. In generally, the score of the scale was categorized into three types of score i.e. 20 or below score indicates Low Emotional Intelligence and 21 – 26 score indicates Average Emotional Intelligence and 27 score above indicates High Emotional Intelligence of students.

Scoring:

The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The scoring key is provided in table 2.

Sr. No.	Dimensions	Items	Serialwise Item No.	Total	
I.	Understanding emotions	Positive	5, 15, 18, 28	4	4
		Negative	-----	---	
II.	Understanding motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
III.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
IV.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	-----	---	
					31

Table no -2 Scoring Table

Procedure of Data Collection

The researcher considered students for obtaining data of 6 H.S. schools of Paschim Medinipur and South-24 Pargana district in West Bengal. The investigator went to each school for collecting data. With prior permission of the Head Teacher, the researcher was introduced with students of Grade V to Grade X. Then researcher distributed the scales among these students. Then he gave a short and meaningful description about the use of these scales and items involved in it. Then he instructed them to give their responses by going through the scales minutely. Researcher

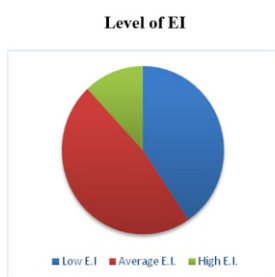
collected the scales from them after 15 – 20 minute. However he administered the scale on students of different classes one after one class. Raw data of 400 adolescence school going children gathered were individually tabulated in excel sheet. Data was analyzed using Statistical Package for Social Sciences (SPSS Package).

Analysis and Interpretation of Data

The researchers analyzed and interpreted the data by using statistics like Mean, Standard Deviation (SD), Percentage Analysis 'T' Test and F' Test/ ANOVA with the help of SPSS program.

Table: 3 and Figure: 1 representing Emotional Intelligence Range, Total Number and Percentage of Adolescent School going children.

E.I. Category	Range	N	Percentage (%)	Mean
Low E.I	Up to 20	162	40.5	
Average E.I	21 to 26	190	47.5	
High E.I	27 and above	48	12.0	
Total		400	100	21.52



Interpretation

On the basis of above table and figure it can be observed that out of the total 400 adolescent school going children, 40.5% student have scored up to 20, 47.5% student have scored between 21-26 and 12% student have scored 27 and above on the emotional intelligence scale of Adolescent school going children. Mean of emotional intelligence of adolescent school going children is 21.52 which is under average emotional intelligence category. Hence research showed that most of the adolescent students possessed average emotional intelligence.

Gender	N	M	SD	SE _M	MD	df	t value	Sig. (2-tailed)	Remarks
Boys	200	22.02	3.968	0.281	0.427	398	2.561	0.011	S*
Girls	200	21.01	3.919	0.277					P<0.05
Total	400								

S*: Significant

Table 4: 'T- test' Showing Gender wise comparison of Emotional Intelligence of Adolescent School Going Children

Interpretation

This independent sample 't- test' analysis indicates that the 200 boys had a mean of 22.02 and Standard Deviation (SD) of 3.968 and the 200 girls had a mean of 21.01 and SD of 3.919. Here the mean score of boys (i.e. 22.02) is higher than that of girls (i.e. 21.01). That means the initial descriptive statistics revealed that the emotional intelligence of boys is just higher than girls. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups differ significantly at 0.05 levels as the $p < 0.05$ ($p = 0.011$) and computed t- value i.e. 2.561 is greater than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there exist a significant

difference between adolescent Boys and Girls students with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of "21 to 26", but the boys possessed just higher level of EI than that of girls.

Habitat	N	Mean	SD	SE _M	df	t	MD	Sin.(2-tailed)	Remark
Rural	200	21.88	3.668	0.259	398	1.844	0.427	0.066	*NS P>0.05
Urban	200	21.15	4.230	0.299					
Total	400								

* Not Significant

Table 5: t- test showing Habitat wise comparison of Emotional Intelligence of adolescent school going children

Interpretation

This independent sample 't- test' analysis indicates that the 200 rural adolescent school going children had a mean of 21.88 and Standard Deviation (SD) of 3.668 and the 200 urban adolescent school going children had a mean of 21.15 and SD of 4.230. Here the mean score of rural (i.e. 21.88) is higher than that of urban (i.e. 21.15). That means the initial descriptive statistics revealed that the emotional intelligence of rural adolescent school going children is just higher than urban adolescent school going children. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups did not differ significantly at 0.05 levels as the $p > 0.05$ ($p = 0.066$) and computed t- value i.e. 1.844 is less than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is not rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there is no significant difference between rural and urban adolescent students with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of "21 to 26", but the rural students possessed just higher level of EI than that of urban adolescent school going children.

Family	N	Mean	SD	SE _M	Df	t	MD	Sin.(2-tailed)	Remark
Nuclear	280	21.76	4.110	.246	398	1.896	.819	.059	*NS P>0.05
Joint	120	20.94	3.577	.327					
Total	400								

* Not Significant

Table 6: t- test showing Family structure wise comparison of Emotional Intelligence of adolescent school going children

Interpretation

This independent sample 't- test' analysis indicates that the 280 students who belongs nuclear family had a mean of 21.76 and Standard Deviation (SD) of 4.110 and the 120 students of joint family had a mean of 20.94 and SD of 3.577. Here the mean score of students who belongs nuclear family (i.e. 21.76) is higher than

that of students who belongs joint family (i.e. 20.94). That means the initial descriptive statistics revealed that the emotional intelligence of nuclear family is just higher than joint family. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups did not differ significantly at 0.05 levels as the $p > 0.05$ ($p = 0.059$) and computed t-value i.e. 1.896 is smaller than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is not rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there is no significant difference between adolescent school going children of nuclear and joint family with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of "20.5 to 26.5", but the adolescent school going children of nuclear family possessed just higher level of EI than that of students who belongs joint family.

	Grade	N	Mean	Std. Deviation	Std. Error
Emotional Intelligence	V to VI	118	22.02	4.297	.396
	VII to VIII	170	21.74	3.657	.281
	IX to X	112	20.64	3.968	.375
	Total	400	21.52	3.971	.199

Table 7(a): Representing Grade Wise Descriptive Statistics regarding the emotional intelligence of Adolescent school going children

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence	Between Groups	123.618	2	61.809	3.978	.019
	Within Groups	6168.292	397	15.537		
	Total	6291.910	399			

Table 7 (b): 'ANOVA or F- Test' Representing Grade Wise Inferential Statistics regarding the emotional intelligence of Adolescent school going children

Interpretation

The table 7(A) states about emotional intelligence for the adolescent school going children of grade- V-VI, VII- VIII and IX-X. Here the mean score for the adolescent school going children of grade- V-VI, VII- VIII and IX-X are 22.02, 21.74 & 20.64 and SD are 4.297, 3.657 & 3.968 respectively. That means there are some differences among the adolescent school going children of grade- V-VI, VII- VIII and IX-X. But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i.e. 3.978 for 397/2 df) shows that there is a significant difference exist as the p value (i.e. $p < 0.05$) is less than 0.05 level of significance.

Therefore, it can be concluded that these groups differ significantly.

Scheffe					
Dependent Variable	(I) grade of student	(J) grade of student	Mean Difference (I-J)	Std. Error	Sig.
Emotional Intelligence	V-VI	VII-VIII	.276	.472	.843
		IX-X	1.374*	.520	.031
	VII-VIII	IX-X	1.098	.480	.074

*. The mean difference is significant at the 0.05 level.

Table 7©: Multiple Comparisons (Scheffe) analysis

representing grade regarding emotional intelligence of adolescent school going children

Interpretation

To know between which groups the exact difference lies, further the Scheffe test has been applied and the summary is shown in Table No. 7©. The mean and SD of Grade-V to VI is 22.02 & 4.297 and for Grade-IX to X 20.64 & 3.968. Here the mean difference between Grade V to VI and IX to X is 1.374 and the Scheffe test for significance showing the groups differ significantly because the P value (i.e. 0.031) is less than 0.05 level of significance ($P > 0.05$).

Now it can be concluded that the significant difference which ANOVA result revealed, exist between Grade V to VI and IX to X but other group in grade do not differ significantly with regards to their emotional intelligence.

District	N	Mean	SD	SE _M	df	t	MD	Sin.(2-tailed)	Remark
S 24 p	200	22.15	3.748	0.265	398	3.210	1.260	0.001	*S $P < 0.05$
P Med	200	20.89	4.096	0.290					
Total	400								

S*: Significant

Table: 8 t- test showing District wise comparison of Emotional Intelligence of adolescent school going children

Interpretation

This independent sample 't- test' analysis indicates that the 200 adolescent school going children of South 24 Parganas had a mean of 22.15 and Standard Deviation (SD) of 3.748 and the 200 adolescent school going children of Paschim Medinipur had a mean of 20.89 and SD of 4.096. Here the mean score of students who belongs South 24 Parganas (i.e. 22.15) is higher than that of students who belongs Paschim Medinipur (i.e. 20.89). That means the initial descriptive statistics revealed that the emotional intelligence of South 24 Parganas is just higher than Paschim Medinipur. But to ascertain whether this difference is statistically significant or not significant, the researcher further applied the t-test. Here the means of the two groups differ significantly at 0.05 levels as the $p < 0.05$ ($p = 0.001$) and computed t-value i.e. 3.210 is greater than 1.96, the critical values required to reach 5% level of significance. Consequently, the null hypothesis is rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there exist a significant difference between South 24 Parganas and Paschim Medinipur adolescent school going children with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of "21 to 26", but the students of South 24 Parganas possessed quite higher level of EI than that of students who belongs Paschim Medinipur.

FINDINGS

1. Research showed that most of the adolescent students possessed average emotional intelligence.
2. Significant difference exists between adolescent Boys and Girls students with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional

- intelligence score fell under the range of “21 to 26”, but the boys possessed just higher level of EI than that of girls.
3. No significant difference found between rural and urban adolescent school going children with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of “21 to 26”, but the rural students possessed just higher level of EI than that of urban students.
 4. No significant difference found between nuclear and joint family's adolescent school going children with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of “20.5 to 26.5”, but the nuclear family's students possessed just higher level of EI than that of joint family's students.
 5. There exists significant difference of emotional intelligence among adolescent school going children of different grade. ANOVA result (i.e. 3.978 for 397/2 df) shows that there is a significant difference exist as the p value (i.e. $p < 0.05$) is less than 0.05 level of significance. The significant difference which ANOVA result revealed, exist between Grade V to VI and IX to X but other group in grade do not differ significantly with regards to their emotional intelligence.
 6. Significant difference found between South 24 Parganas and Paschim Medinipur district's adolescent school going children with regard to their emotional intelligence. However the initial descriptive statistics also revealed that though both the groups possessed average emotional intelligence as emotional intelligence score fell under the range of “21 to 26”, but the South 24 Parganas students possessed just higher level of EI than that of Paschim Medinipur students.

Educational Implications of the Study

Although the study was conducted on to a small sample of 400 upper primary and secondary school students, it has some implications-

1. The study should be taken to encourage emotional intelligence ability irrespective their gender, habitat, family type, grade and district.
2. This study is important because it helps to improve the emotional intelligence of students.
3. The study is helpful to develop a new curriculum keeping in view the importance of adolescence period and emotional intelligence.
4. The teacher will be able to use the effective teaching strategies and plan for a better future of adolescents. He should encourage the students to participate various co-curricular activities such as music, dance, sports etc.
5. This study will help Students to develop coping strategies for life's difficulties so that stress is not able to shut down cognitive capabilities and reduce learning capabilities.
6. If schools teach emotional intelligence competencies at the elementary and secondary school level, allowing students to learn to know themselves and others, make responsible decisions, care for others, and understand how to act, students will integrate

these principles into their everyday lives.

7. The study can help schools become more effective at guiding children toward becoming literate, responsible, nonviolent, drug-free, and caring adults.
8. The result of the study can be implemented to any medium (languages) of schools and all categories of students in west Bengal.
9. The study will also be helpful for the psychologists, teachers, and parents to guide properly their wards and channelize the energy to make students physically, mentally and emotionally healthy.

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